

# RSU 14 - WINDHAM RAYMOND SCHOOL DISTRICT BOARD OF DIRECTORS

## SPECIAL MEETING AGENDA - Rev

October 7, 2015

6:30 p.m.

Windham Town Council Chambers

(all times are approximate)

**6:30 p.m.**

**I. CALL TO ORDER** Time: \_\_\_\_\_

**II. ROLL CALL**

**III. PLEDGE OF ALLEGIANCE**

**IV. ADJUSTMENTS TO THE AGENDA**

**V. PUBLIC INPUT**

**6:35 p.m.**

### **VI. EXECUTIVE SESSION – EXPULSION HEARING**

1. To vote to approve going into Executive Session to consider the possible expulsion of a student pursuant to [1 M.R.S.A. § 405(6)(B)].

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstain: \_\_\_\_\_

2. To vote that the Board determines the following:
  1. That the student's actions were deliberately disobedient.
  2. That the removal of the student is necessary for the peace and usefulness of the School
  3. That based on these facts the Board hereby expels the student effective immediately, for an indefinite period of time; OR for a period of \_\_\_\_\_ days, subject to the student's right to request readmission pursuant to law; OR suspends the student for an additional \_\_\_\_\_ days); and that the Superintendent notify the student and his/her parent(s) of this action in writing with a copy of these written findings of fact and conclusions.
  4. A Re-Entry Plan will be prepared by the Superintendent in consultation with the student and his/her family.

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_ Time: \_\_\_\_\_  
In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstain: \_\_\_\_\_

**7:00 p.m.**

**VII. WINDHAM PUBLIC WORKS PRESENTATION**

1. Windham Town Manager, Tony Plante will present the new Public Works Facility project which will include space for the RSU14 Transportation Department.

**7:30 p.m.**

**VIII. TRANSPORTATION DEPARTMENT UPDATES**

1. Transportation Director, Mike Kelly will update the Board on RSU transportation this year.

**7:45 p.m.**

**IX. UPDATE ON BE THE INFLUENCE COALITION GRANT**

1. Presenting on the current status of the Be The Influence Coalition Grant will be Windham High School Assistant Principal Kelli Deveau, HS Social Worker and Youth Subcommittee Leader Doug Daigle, and the Windham Police Department.

**8:15 p.m.**

**X. POLICY**

1. To vote to approve the Second Reading of the Distribution of Non-School Materials (File Code: KHC). (Attachment A and Exhibit)

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstain: \_\_\_\_\_

2. To vote to the Revised Reading of Policy “Reporting Child Abuse and Neglect” (File Code: JLF). (Attachment B)

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstain: \_\_\_\_\_

3. To vote to approve the First Reading of the Revised Graduation Requirements (File Code: IKF). (Attachment C and Exhibits)

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstain: \_\_\_\_\_

**8:40 p.m.**

**XI. MAINE SCHOOL BOARDS ASSOCIATION ANNUAL DELEGATE**

1. To vote to appoint the following as the RSU 14 School Board Delegate to the Delegate Assembly of the Maine School Boards Association – Appointed: \_\_\_\_\_

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstain: \_\_\_\_\_

2. To vote to appoint the following as the RSU 14 School Board *Alternate* Delegate to the Delegate Assembly of the Maine School Boards Association – Appointed: \_\_\_\_\_

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstain: \_\_\_\_\_

**8:45 p.m.**

**XII. REPORT OF THE SECRETARY**

1. To approve the minutes of the August 19, 2015 Meeting.

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstain: \_\_\_\_\_

2. To approve the minutes of the September 2, 2015 Meeting.

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstain: \_\_\_\_\_

3. To approve the minutes of the September 16, 2015 Meeting.

Moved by: \_\_\_\_\_ Seconded by: \_\_\_\_\_  
In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstain: \_\_\_\_\_

**8:50 p.m.**

**XIII. COMMITTEE REPORTS (Finance, Facilities, Policy)**

1. Receive an update from the above committees.

**8:55 p.m.**

**XIV. BOARD ROUNDTABLE** (opportunity for a Board member to address the community, offer congratulations, school news, etc.)

## DISTRIBUTION OF NON-SCHOOL MATERIALS

The RSU#14 Schools are not a forum for the public to communicate with students, parents, guardians or employees and should not be used to distribute any materials, either in paper form or electronically, that are not directly related to school programs, school curriculum, and/or school related activities for students.

**Distribution means:** circulation or dissemination of materials by means of providing/handing out copies and displaying materials in any area of RSU#14 schools as well as any electronic medium. This includes but is not limited to writing, printing, recorded tape, film, video, digital medium and amplified voice.

In an effort to keep communications between RSU#14 and students, parents, guardians and employees focused on district business and educational information, only the following materials may be distributed:

- A. Official communications from the School Committee, Superintendent, Administrators and school staff such as newsletters, letters to parents, meeting or event announcements, school forms, and classroom information.
- B. Information and notices concerning school sponsored activities and programs for students and/or parents.
- C. Notices from Parent/Teacher organizations, Project Graduation, and Performing Arts/Athletics Booster Clubs.
- D. Commercial materials will not be distributed to students except in the case of those whose purpose is to further a school activity such as graduation, class pictures, class rings, or approved fund-raising activities as determined by the Superintendent/designee. The Superintendent/designee's decision in each case shall be final.
- E. Those requesting electronic distribution must fill out Promotional Materials Form KHC-E

This policy is to go into effect January 1, 2016.

Cross-Reference:

KHC-E Promotional Materials Form,  
KJ Advertising in the Schools, KFD  
Community Use of Facilities & Grounds

First Reading: April 13, 2011  
Second Reading: May 4, 2011

Revised First Reading: August 18, 2015  
Revised Second Reading: October 7, 2015

## RSU 14 Request for List Serve Distribution

The following information is required for any advertisement to be considered and processed for distribution. RSU14 will not edit requests. All submissions must be "distribution ready" to be approved.

**Failure to have all information included as requested below will result in the rejection of the request.  
Please attach this form with your submission.**

1. Which category best describes your school affiliation? (See list bottom of page)	*	
2. Date of Event		
3. Location of Event		
4. Time of Event		
5. Subject Line		
6. "Reply to" person name		
7. "Reply to" person email		
8. "Reply to" person phone #		
9. Your name and contact info if different from above.		
10. Other comments/requests		
11. Which schools are you requesting to send the notification to?	Please indicate distribution preference with X below:	
	<b>ALL Windham and Raymond K-12</b>	
	<b>Windham Only K-12</b>	
	Windham High School (gr 9-12)	
	Windham Middle School (gr 6-8)	
	Manchester School (gr 4-5)	
	Windham Primary (gr K-3)	
	<b>Raymond Only K-8</b>	
	Jordan Small Middle School (5-8)	
Raymond Elementary School (K-4)		

**Format Requirements:** Word (.doc), Image File (.jpg) or a .pdf.

**We cannot guarantee a specific publication date. Every attempt will be made to distribute within 10 working days. Only one submission per event is permitted.**

*If your advertisement does not meet the requirements of RSU Policy KHC, the Superintendent/Designee will make the final determination if it is to be published.*

**\*Categories to best-describe your RSU14 school affiliation:**

- A. School based club/activity – please indicate name in box 1 above
- B. Athletic Booster Club
- C. Performing Arts Booster Club
- D. PTA/PTO
- E. Project Graduation

**REPORTING CHILD ABUSE AND NEGLECT**

Attachment B

The RSU # 14 Board of Directors, recognizing the right of children to be protected from abuse and neglect and recognizing its responsibility under state law, has adopted this policy for all school personnel.

"Child abuse or neglect" is defined by Maine law as "a threat to a child's health or welfare by physical or mental or emotional injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these, or failure to ensure compliance with school attendance requirements, if the child is at least seven years of age and has not completed grade six and has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year, by a person responsible for the child.

"Child" means any person who is less than 18 years of age.

"Person responsible for the child" means a person with responsibility for a child's health or welfare, whether in the child's home or another home or a facility which, as part of its function, provides for care of the child. It includes the child's parent, guardian, or other custodian.

**Employees' Duty to Report**

When any school administrator, teacher, nurse, social worker, school bus driver or bus aide, or other school employee in RSU # 14 knows or has reasonable cause to suspect that a child has been or is likely to be abused or neglected, he/she will immediately report the suspected abuse to the school principal or his/her designee, who will notify the Superintendent/designee. If the person making the report notifies his/her supervisor, or principal, the person making the report must receive a written confirmation from the school principal or his/her designee that a report has been made to the Maine Department of Health and Human Resources (DHHS) within 24 hours. The written confirmation must include as a minimum: (1) the name of the person that made the report; (2) the date and time of the report; (3) a summary of the information conveyed; (4) and the name of the person at DHHS to whom the report is made. If the initial reporter of the abuse does not receive the above written confirmation within 24 hours, the employee must make a report directly to DHHS.

The person initially concerned with the suspected abuse may, at their discretion, make a report directly to DHHS.

An administrator or supervisor may not take any action to prevent or discourage an employee from making a direct report of suspected child abuse or neglect.

In the case of an employee making a direct report to DHHS, he/she must also make an immediate verbal report to the principal which shall be followed by a written report on the next working day.

Any report shall include the following information if within the knowledge of the person reporting:

- A. The name and address of the child and the persons responsible for his/her care or custody;
- B. The child's age and sex;
- C. The nature and extent of abuse or neglect, including a description of injuries and any explanation given for them;
- D. A description of alleged sexual abuse or exploitation, if any;
- E. Family composition and evidence of prior abuse or neglect of the child or his/her siblings;
- F. The source of the report, the person making the report, his/her occupation, and where he/she can be contacted;

- G. Any actions taken by school staff, including any photographs taken or other materials collected; and
- H. Any other information that the person making the report believes may be helpful.
- I. The name of the person at DHHS to whom the report is made.

A person participating in good faith in reporting under this subchapter, or in a related child protection investigation or proceeding, is immune from any criminal or civil liability for the act of reporting or participating in the investigation or proceeding. Good faith does not include instances when a false report is made and the person knows the report is false. In a proceeding regarding immunity from liability, there shall be a rebuttable presumption of good faith.

Maine State law provides that any person who knowingly violates a provision of Title 22, Chapter 733, commits a civil violation for which a forfeiture of not more than \$500 may be adjudged.

### **Administrators' Duties**

Upon receipt of a verbal report, the school principal or his/her designee will immediately report by telephone to the Department of Health & Human Services. In addition, if the person suspected is not the parent, guardian or other custodian of the child, the school principal, or his/her designee shall also make a report to the District Attorney. This verbal report will be followed by a written

report to the Department of Health & Human Services and the Superintendent/designee within 48 hours. A copy of the initial report will be maintained in a central file in the Superintendent's office. Access to this central file will be supervised by the Superintendent or his/her designee and shall be limited to authorized school personnel and the assigned Department of Health & Human Services Child Protective Worker.

When doubt exists concerning a suitable report of suspected child abuse and neglect, staff members are cautioned to err in favor of the child. The judgment of validity of a report is the responsibility of the Department of Health & Human Services. Staff members who deem it necessary to make a direct report to the Department of Health & Human Services will not be penalized for this action.

The principal shall notify the initiator of the report when an investigation is being conducted and when the case is closed as an invalid referral.

School personnel will cooperate with the Department of Health & Human Services' investigation by providing pertinent information and personal observation which are necessary for an appropriate assessment of the child's welfare.

The Family Education Rights and Privacy Act establishes rules governing the release of information from education records. The Act does not restrict a teacher or school official from making a report based on his or her personal knowledge or observation.

### **Interviews of Child and School Personnel**

The Department of Health & Human Services Child Protective Worker shall be allowed to meet with and interview the child named in the report of suspected child abuse when the child is present at the school, with or without parental permission when, in the judgment of the principal/counselor/or social worker, such an interview will be in the best interest of the child. Any such interview shall be structured by the principal/designee with due regard for the needs of the child. The interviewer shall provide written certification that he/she is an authorized representative of the DHHS, and that, in DHHS judgment, the interview is necessary to carry out that Department's duties under Maine law.

The DHHS caseworker shall discuss the circumstances of the interview and any relevant information regarding the alleged abuse or neglect with the child's teacher, guidance counselor, school nurse, social worker, or principal, as the caseworker determines is necessary for the provision of any needed emotional support to the child prior to and following the interview.

School officials may not place any other conditions on the DHHS's ability to conduct the interview, including, but not limited to, requiring that certain persons be present during the interview; prohibiting certain persons from being present during the interview; or requiring notice to or consent from a parent or guardian.

School officials shall provide an appropriate, quiet and private place for the interview to occur.

### **Confidentiality of Information & Records**

Under State statute, all records, reports, and information concerning cases of child abuse and neglect shall be kept confidential and subject to release only under specific conditions.

School personnel who are directly involved with the education and supervision of a child who is the subject of a report are authorized to give and receive information necessary for the planning and treatment of the child. Teachers who are in daily contact with the child are an important part of the treatment team and should cooperate with the Department of Health & Human Services' Child Protective Worker in the conduct of the treatment plan.

Upon completion of investigation by the Department of Health & Human Services, invalid reports will be clearly marked and maintained in the central file no more than three years. The name of the assigned Department of Health & Human Services' Child Protective Worker will be added to the report of valid cases.

### **Good Faith Immunity From Liability**

Any person who in good faith reports or participates in the investigation or proceedings of a child protection investigation is immune from any criminal or civil liability for the act of reporting or participating in the investigation or proceeding. Good faith does not include instances when a false report is made and the person knows the report is false.

This policy will be distributed to all school personnel who have direct contact with children and will be reviewed annually with staff.

Legal Reference:	22 MRSA § 4011-A, 4021 20 USC § 1232g, Family Educational Rights & Privacy Act
Cross Reference:	JLF-E – Suspected Child Abuse/Neglect Report Form JICK – Harassment, Sexual Harassment, Hazing & Bullying JRA – Student Educational Records
First Reading	<u>October 17, 2012</u>
Second Reading	<u>November 14, 2012</u>
Revised	<u>October 7, 2015</u>



**GRADUATION REQUIREMENTS**

With the implementation of the Maine Learning Results, local assessment systems to measure student progress toward achievement of the content standards of the Learning Results, the phasing-in of standards-based diploma requirements, and heightened community expectations for student learning, the RSU # 14 Board of Directors recognizes the need to establish minimum standards for the awarding of a high school diploma that are consistent with State law and regulations and with community educational values and expectations.

Students, parents, and staff need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal. The Superintendent, through the High School Principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all students at the time of course selection and registration. This policy will also be included in every edition of the High School Planning Guide and referenced in the Student Handbook

**Credit Requirements**

As a minimum for graduation from high school, the prospective graduate must have successfully completed a total of 22 credits at the secondary level (grades 9 through 12), including the twelve and one-half (12 ½) credits required by the State of Maine.

The RSU # 14 Board of Directors requires each student to complete the following:

- |  |             |
|--|-------------|
| A. English / Language Arts   | 4 credits   |
| B. U.S. History  | 1.5 credits |
| C. World History   | 1.5 credits |
| D. Civics/Economics  | ½ credit    |
| E. Mathematics   | 4 credits*  |
| *Beginning with the Class of 2014  |             |
| F. Science (must be three different science courses to receive the 3 credits)  | 3 credits*  |
| G. Fine Arts, which may include art, music, forensics, or drama  | 1 credit    |
| H. Health  | 1 credit    |
| I. Physical Education  | 1 credit    |
| J. Computer Proficiency (required by State)  |             |
| K. Students must also demonstrate knowledge of computer skills according to the RSU #14's standards for computer literacy, proficiency, and performance. |             |

**L. Community Service:**

Students through graduation Class of 2018 must complete Community Service requirements as stated in Exhibit A (Community Service Requirement). A student may complete an approved capstone requirement with prior written approval from the School Principal.

**Beginning with the Class of 2019 and thereafter:**

Capstone Requirements - All students will complete a capstone project, through which students will demonstrate their knowledge, skills, and work habits by conducting in-depth research, using technological applications, producing a high-quality exhibition of learning, and presenting their research and findings to a review panel. See Exhibit B (Senior Capstone Handbook).

**Class of 2014 and thereafter**

As a minimum for graduation from high school, the prospective graduate must have successfully completed a total of 22 credits at the secondary level (grades 9 through 12), including the twelve and one-half (12 ½) credits required by the State of Maine.

In addition to attaining the credits listed above, students will be required to meet the Learning Results Standards in English/Language Arts, Mathematics, Health/Phys Ed, Science, and Social Studies, as defined in the RSU # 14's Comprehensive Local Assessment System.

Students will additionally be required to meet the standards in Career Preparation, Modern and Classical Languages, and Visual and Performing Arts, contingent upon funding of essential programs and services.

**Alternate Credit Options (reference Policies: IGEA, IHCD)**

Students may earn graduation credits outside the regular school program, contingent upon evidence that applicable Learning Results content standards have been met. The means for a student obtaining additional credits toward a diploma may include experiences outside the regular programs of Windham High School. **No credits may be awarded without prior approval of the Principal.**

- A. Approved summer school program
- B. Approved adult education program (reference Policy FILE: IGEA) (see age and course limitations)
- C. Approved correspondence courses and on-line classes. This requires written approval by the Principal or his/her designee. All correspondence work must be taken through an accredited correspondence school and the final exam must be taken under the supervision of the Guidance Department. In order to count toward graduation in the senior year, correspondence course grades must be received by the High School no later than June 1.
- D. Approved alternative education program as determined appropriate by the High School Principal.

**Transfer Students**

For students who transfer to Windham High School from another state or from an educational program that is not required to meet the content standards of the system of Learning Results, the High School Principal shall determine the value of the student's prior educational experience towards achieving the standards in a manner consistent with the School District's Comprehensive Local Assessment Plan and applicable Board of Directors' policies.

**Early Awarding of Diplomas**

A student who has met the State's and the RSU # 14 Board of Directors' diploma requirements in fewer than four years of high school may be awarded a diploma based on the following requirements:

- A. Students considering early graduation must apply in the spring of their sophomore year.
- B. Students must have a B average and have a plan for continued education after graduation, or a work plan.
- C. Students must have a meeting with their school counselor and the Principal for the approval of the plan, and
- D. It must be approved by the parent/guardian.

**Delayed Awarding of Diplomas**

A post-secondary student who has satisfactorily completed the freshman year in an accredited degree granting institution of higher education may receive a Windham High School diploma provided Windham High School is the school the student last attended. A diploma may be awarded even though the student does not meet all the Windham High School diploma requirements. Such decision shall be at the discretion of the Superintendent, in accordance with the policies of the RSU # 14's Board of Directors.

**Extended Study**

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

**Participation in Graduation Ceremony**

A student must complete all requirements for a high school diploma in order to participate in commencement exercises.

Legal Reference: 20-A MRS §§ 4722, 6202-A  
Chapter 127 § 7 (Maine Department of Education Rules)

Cross Reference: Adult Education (IHD-R)

Approved: March 10, 1999; Revised: November 28, 2001; January 26, 2005; June 18, 2008, January 11, 2012

Revised:	First Reading	<u>October 7, 2015</u>
	Second Reading	<u>October 21, 2015</u>

**WINDHAM HIGH SCHOOL  
COMMUNITY SERVICE GRADUATION REQUIREMENT**

**Purpose**

It is the intent of the RSU # 14 Board of Directors, and in keeping with the Maine Learning Results, to foster a sense of citizenship in our students. To that end, a Community Service prerequisite shall be required of all students in order to receive a diploma from the Windham Raymond School District – RSU # 14. Learning by doing is an effective way to instill a sense of service to others and is a laudable goal for a community to instill in its young people. It is the intent of this community service graduation requirement to acclimate students to a regular routine in their life of serving others.

**Requirements**

Students in Grade 9 through Grade 12 will be required to complete a total of 40 hours for the four-year period.

**Description of Community Service**

*Service to others without monetary compensation or gift-in-kind compensation.* A Community Service Coordinator will establish a system to solicit requests for service work from the community and disseminate the information to students through a variety of communications.

**Recordkeeping**

Each student will be provided a form to record the following information:

1. Date service was provided
2. Type of service completed
3. Number of hours completed
4. Signature of person receiving the service
5. Student signature
6. Parent signature

It will be the responsibility of the student to turn the forms in to his/her Advisor by the end of each school year. It will be the Guidance Counselor's responsibility to keep the student, parents, and Administration informed of compliance.

# **Windham High School**

## **Senior Capstone Handbook**

### **(Draft)**

### **Senior Capstone Overview**

The Senior Capstone is an opportunity for students to independently design, implement, and exhibit their learning on a topic or subject that they are passionate about or deeply interested in. The project also provides an opportunity for students to identify and tackle an issue in their local or global communities. The project stresses the importance of making a connection from local mentors and uses learning experiences that occur outside of the four walls of Windham High School. Students will need to present their project in front of a panel which will assess whether or not the student has demonstrated that he or she has mastered the school-wide academic expectations.

### **Rationale for Senior Capstone**

Senior Capstone:

- Are an in-depth, student-directed inquiry project.
- Allow students to demonstrate independent achievement of the Windham High School School-wide Academic Expectations that students are “Creative and Practical Problem Solvers,” “Clear and Effective Communicators,” and that they are “Responsible and Involved Citizens” in their community.
- Are appropriate, realistic, and achievable for all students.
- Focus on public sharing and celebration of new learning.
- Demand a level of creativity, rigor, and student investment.
- Promote both depth of learning and student choice.
- Promote community involvement with and support for learning.

### **Examples of Senior Capstone Topics**

- “How does a hybrid rocket operate, and how can I successfully build one?”
- “How is an organic farm run, and is it an economically viable option for small-scale farmers?”
- “What does it take to run a successful small engine repair business?”

# **Windham High School**

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### **Examples of Senior Capstone Topics**

- “How does a hybrid rocket operate, and how can I successfully build one?”
- “How is an organic farm run, and is it an economically viable option for small-scale farmers?”
- “What does it take to run a successful small engine repair business?”

- “What is the difference, in terms of benefits to patients and doctors, between OB/GYNs and midwives?”
- “What does it take to be successful in the field of culinary arts?”
- “What are the benefits of working for yourself or someone else?”
- “What are good business strategies for someone at the beginning of their career?”
- “What are the defining characteristics of the culture I live in?”
- “What are the intersections of mathematics and origami?”
- “How do I effectively lead others?”

## **Assessment of Senior Capstones**

Senior exhibition will be assessed by a panel made up of at least two teachers, a non-12<sup>th</sup> grade student, and a community member. The panel will score the exhibition with a rubric containing the following criteria: demonstration of new learning, evidence of creative and practical problem solving, evidence of clear and effective communication, evidence of responsible and involved citizen, and critical reflection. Scoring will be by consensus, but if consensus cannot be reached, the two teachers on the panel will determine if the student passes or fails the senior capstone.

Students will need to successfully complete a Senior Capstone in order to graduate.

## **Optional support for Senior Capstone**

- *Senior Capstone Seminar.* This 1/4 -credit class will allow students to work with a teacher as part of their daily coursework to complete their Senior Exhibition. The Senior Exhibition Seminar teacher will help students select topics, find mentors, write project proposals, and prepare for their exhibitions.

## **Audience for Senior Capstones**

- Parents
- Mentors
- Faculty
- Other students
- Community members

## **The Steps of Senior Capstone**

1. Choose an area of interest
2. Document prior knowledge about your area of interest
3. Find a mentor
4. Develop an essential question with help of mentor and advisor
5. Meet with mentor to develop project proposal
6. Research: A minimum of 20 hours of research is suggested (job shadows, interviews, internet research, book research)
7. Document Research on Senior Exhibition Time Sheet
8. Reflect on research and process 3 times
9. Community Service: A minimum of 10 hours of service is suggested. Community service experiences will be used as evidence towards meeting the requirements of the “Responsible and Involved Citizen” rubric.
10. Prepare exhibition
11. Select panel
12. Prepare packet (including proposal, reflections, annotated list of resources and time sheet)
13. Meet with advisor to go over packet and visuals for exhibition
14. Distribute packet to panel a minimum of 24 hours before presentation.
15. Present

## **STEP 1**

### **Identify an Area of Interest & School Advisor**

Start by asking yourself the following questions:

- What general area am I interested in?
- Is there some idea that I’ve always wanted to explore?
- Is there something that I’m interested in creating?
- What do other people tell me that I’m good at?

At this point don’t get stuck on what your final product will be. Your School Advisor or your mentor can help you to determine what the product will be.

Your Senior Exhibition School Advisor is a member of the WHS faculty who can work with you to help you plan your Senior Exhibition, problem solve when obstacles arise, and keep you on track and meeting all of your deadlines. If you are enrolled in Senior Capstone Seminar, your teacher will be your school advisor. Students doing an independent Senior Capstone project will need to approach a WHS staff member and ask the staff member if he or she would be willing to serve as their school advisor.



## **STEP 2**

### **Document Your Prior Knowledge**

Visually (for example, in a web or a diagram) or in writing show what you already know about the area in which you've chosen to do your project. A good guideline is at least a page of written reflection. Documenting your prior knowledge creates a working context and lets you and others understand where you were when you started and how far you have come at the end.

## **STEP 3**

### **Identify a Mentor**

Mentoring provides a unique opportunity for you to develop a relationship with a community member who has expertise in your identified area of interest. Ongoing contact between you and your mentor will give you access to valuable experience and the ability to network with people in the field. Mentors can help you to get the most of your senior capstone experience by helping you to define your goals and to maximize opportunities. Ultimately, the success of your mentorship depends largely on you and the effort you put into finding a mentor who is right for you and cultivating a meaningful relationship with him/her.

Perhaps you know someone in the community who has expertise in the area you are interested in. Don't be afraid to call. You will be surprised at how many community members are interested in providing their advice and support. Use the telephone script in this handbook to help you make that phone call.

Your relationship with your mentor depends on many factors, including available time and level of commitment. While there is no required number of meetings, you should be in contact with your mentor over the course of time that you are working on your exhibition. Your mentor, if possible, should also be present at your presentation. When you identify a mentor, have her/him sign a mentor contract.

## **Script for Calling a Potential Mentor**

Have a pen ready to jot down notes.

Name of establishment: \_\_\_\_\_

Name of person I'm trying to contact: \_\_\_\_\_

Date of phone call: \_\_\_\_\_

### **Introduction:**

1. "Hello, my name is \_\_\_\_, and I'm a senior at WHS. May I please speak to [name of the person you're trying to contact]"
2. When the person comes to the phone or if she/he answers in the first place]: "Do you happen to have a few moments to speak with me about a project that I'm doing for my senior year?" [If yes, then proceed to next section. If no, ask if there's a better time for you to call or another person, and THANK HIM/HER for the time and hang up.]

### **Main conversation:**

3. "Great...thanks! I won't take too much of your time." [or some other transition phrase...and then] "I am doing a senior exhibition. Each senior identifies an area of interest and develops a project related to that interest. We then are asked to reach out to the WHS community to learn more about our particular area of interest." [Allow time for person to comment.]
4. "One area I'm pursuing is...[insert your essential question here, such as "What is involved in running a wooden boat business?" –or- "What steps are involved in becoming a selectman?"] [Allow time for person to comment – s/he may say may ask you questions, which you should answer honestly. Remember, most people will be delighted to hear from you!! Feeling anxious about talking to someone you don't know is not unusual. Try to relax, be yourself and keep rolling!]
5. My teacher suggested that I contact you since you [repeat the person's business/area of expertise, such as, run a wooden boat business/are a selectman/own a restaurant.
6. I've been reading about/researching your (type of business/establishment/organization and it's very interesting to me/something I want to pursue beyond high school, etc. [Allow time for person to respond and then you should respond naturally to his/her comments and questions.]

### **Closing questions/comments:**

7. Could I stop by and talk to you sometime about your business/organization as it relates to my project? OR Is there someone else in your office/business who might be able to talk with me about this project?

8. Would you like to have more information about my project before you decide if we can meet? May I email you details or send them in the mail?
9. SAY, “THANK YOU FOR YOUR TIME TODAY.” SAY THAT YOU’LL: \_\_\_\_\_call again on \_\_\_\_\_(date) to \_\_\_\_\_(next step, such as set up a meeting).

## **Meeting with your mentor for the first time**

- Bring a copy of this handbook to leave with your mentor.
- Review the handbook with your mentor
- Explain to your mentor what it is you are hoping they will help you do including how often you hope to meet with them
- Have mentor sign mentor agreement
- Ask them what they think you should do to learn more about the topic you are researching.
- Ask them if they know other people that would be good to contact about your topic.
- Decide the best way for the two of you to communicate (ie. e-mail, phone, Facebook)
- Set a time to meet again to go over proposal.

## **Senior Capstone Project Mentor Agreement**

Before submitting a senior capstone proposal, you must identify a community member who agrees to serve as your mentor. If at any time you change mentors, you must submit another mentor agreement form.

As \_\_\_\_\_'s mentor, I agree to:

- Help student develop a project proposal.
- Advise and guide student to learning opportunities related to the topic they have chosen.
- Communicate with student regularly to check-in and guide student to new learning.
- Attend his/her presentation of the project.

\_\_\_\_\_  
Mentor's Name

\_\_\_\_\_  
Mentor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor's Address

\_\_\_\_\_  
Mentor's Phone #

\_\_\_\_\_  
Email

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

## STEP 4

### Develop an Essential Question

A good essential question has the following characteristics:

- Cannot be answered with facts alone
- Has no one right answer but does lead to a conclusion
- Is focused to allow for in-depth investigation
- Requires input from several perspectives and/or opinions
- Searches for new meaning or new insight about a topic you are passionate about

## STEP 5

### Develop project proposal with help with of mentor

- Discuss your ideas with your mentor.
- Follow the proposal outline to develop your proposal.
- Discuss your ideas with your senior exhibition teacher.
- Make changes to your proposal based on input you receive.
- Get approval for your proposal from your senior capstone teacher.

If you change your topic at any time, you must resubmit a revised project proposal for approval by your senior capstone teacher.

Before you write your proposal, you may also want to think about specific knowledge or skills you will need to learn in order to be successful. For instance, if you are not a good public speaker, you will want to think of a plan to improve your public speaking skills **before** your final presentation.

### Senior Exhibition Project Proposal Outline

**Essential Question:** What is your essential question?

**How will you answer your question?** What do you plan to do to answer your essential question?

**Interest:** Why are you interested in answering this essential question?

**Prior Knowledge:** What prior knowledge do you have in this area?

**Mentor:** Who is your mentor? Why is this person appropriate to help you?

**Additional Resources:** What other resources will you possibly use? Other people, books, web resources, videos, etc.

**Presentation Plan:** How will you show new learning?

**Action Plan:** Develop an action plan outlining what your next steps will be. What specific actions do you need to do to answer your question?

**Service Learning:** How will you use what you have learned to serve your community?

**Date, time, location and needs for presentation:** When and where do you plan to present and what will you need to do so?

## **STEP 6**

### **Research**

Senior Capstone research can come from a variety of sources and must be documented. (one source must be a primary source).

- Job shadows
- Work experience
- Personal interviews
- Field research
- Courses
- Training sessions
- Conferences
- Videos
- Written sources
- Other appropriate sources

When you prepare to present you will need to submit an annotated list of at least five sources used in your research.

**You cannot schedule your presentation unless you have completed your annotated works cited list.**

## **STEP 7**

### **Document research on Senior Exhibition Time Sheet**

Students must document research sources and time using the senior exhibition time sheet included at the end of this packet.

## **STEP 8**

### **Reflect on Your Process and Research**

Three times during the Senior Exhibition process you are required to write a one-page reflection on your process.

Some ideas for written reflection:

- What thoughts, observations, feelings, or questions do you have about your process?
- Do you think you have a good essential question? Why? Why not?
- What have you found out about your area of interest so far?
- Is your research supporting your essential question or do you need to refine your question again?
- What is really challenging you about the process so far? Are there any obstacles?
- What aspects of the work are you enjoying?
- What are your next steps?

### **CRITICAL REFLECTION**

- What? (What did I already know and what have I learned?)
- So what? (How will this learning help me or other people?)
- Now what? (What will I now do with what I've learned?)

## **STEP 9**

### **Taking Action – Service Learning**

The final step of your capstone project is for you to take action. This is where you demonstrate that you have truly learned about your essential question. It is also the part of your project where you make a difference by tackling an issue globally/locally or by giving back to those who gave to you. Working with your mentor, you should come up with a plan or search for opportunities to give back in your area of interest. If your essential question was to learn more about being a mechanic, give back to your community by troubleshooting the car of someone in need. If your interest is in particular cause, give of your time to help a relevant organization. The sky is the limit when it comes to service. What is most important is making a difference with all that you have learned.

One of your critical reflections will need to be a reflection from your service learning. This is the time to share/prag about how you have made a difference and what you have learned from this opportunity.

## **STEP 10**

### **Prepare Exhibition**

Once you have finished your research it is time to prepare your exhibition. There are countless ways to show what you have learned but each way must meet the requirements of the Senior Capstone Rubric. Exhibitions can be done through slideshows, recitals, dinners, gallery shows, video and through teaching classes. All exhibitions must be viewable by your panel and allow you to answer questions from your panel and others. Try to be creative and choose the best way that will show you panel what you have learned and experienced.

## **STEP 11**

### **Select Panel**

#### **The Panel**

Students also need to select a panel to judge their exhibition. The panel needs to be made up of:

Two teachers. Your school advisor cannot be on your panel and no more than one non-professional staff member can serve as a “teacher” panelist.

A non-12<sup>th</sup> grade student.

Your Mentor

You should select your panel and ask your school advisor to approve it. Once your panel is approved, you should invite your panel and anyone else you would like to your exhibition. It is a good idea to give the members of your panel a copy of your packet at least a day before your presentation so that they have enough time to read it. **IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOUR PANEL IS AT YOUR PRESENTATION.**



## SENIOR EXHIBITION PANEL WORKSHEET

Students must select a panel to judge their exhibition. The panel at a minimum needs to be made up of:

Two teachers. Your school advisor cannot be on your panel and no more than one non-professional staff member can serve as a “teacher” panelist.

A non-12<sup>th</sup> grade student.

Mentor

You are welcome to invite family members, community members, and other faculty members to your presentation.

Exhibition Information (so the panelists know when to show up!)

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

	Name	Signature
Teacher #1		
Teacher #2		
Student		
Mentor		

Advisor approval of panel: \_\_\_\_\_ Initials \_\_\_\_\_ Date \_\_\_\_\_

## **STEP 12**

### **Prepare Packet**

Your senior exhibition packet helps your panel and audience understand what you have done to answer your essential question. It must include but is not limited to the following materials

- Title Page
- Project proposal
- Critical Reflections
- Annotated List of Resources
- Senior Exhibition Time Sheet

## **STEP 13**

### **Meet with advisor or mentor to go over packet and visuals for exhibition**

Before you present your project you must meet with your advisor or mentor to go over your packet and exhibition materials. As part of this meeting, you may want to share your presentation materials to ensure that you are fully prepared. Listed below is a suggested outline to help you plan your presentation:

#### **Presentation Tips and Suggested Outline**

##### **To begin:**

- Introduce yourself.
- Give a brief overview of what your presentation will be about. (I've always been interested in cooking.... Last summer I had the opportunity to do an internship at \_\_\_\_\_ ....)
- Tell the audience what your essential question is.

##### **In your presentation, explain:**

- What you already knew about your topic.
- Who your mentor was and why they were an appropriate mentor
- What you did to answer your question
- What key experiences and research did you find to be most valuable
- What you learned while doing this project.
- Why this learning is important to you, or to others.
- How did you use your new learning to support a person or group in the community?

##### **Make sure you:**

- Answer your essential question.
- Refer to your research/exploration often, this is your opportunity to tell your story.

##### **In your conclusion:**

- Thank your mentor.
- Thank any other people who helped/supported you.

## **STEP 14**

### **Distribute Packet**

You must distribute your senior exhibition packet to your panel a minimum of 24 hours before your presentation. This can be done electronically if it is difficult to get a paper copy to all members of your panel.

## **STEP 15**

### **Present**

You're ready. Present and have fun. Make sure that you meet all the requirements of the rubric.

## Senior Exhibition Rubric

Packet Checklist: If packet does not contain all requirements student may not present.

- ☐ Title Page
- ☐ Complete Project proposal
- ☐ 3 Critical Reflections (a minimum of 1 page each)
- ☐ Senior Exhibition Research Timesheet (a suggested minimum of 20 hours of research)
- ☐ Annotated list of resources

CRITERIA	MEETS STANDARD	FEEDBACK
<i>Shows New Learning: Answers Essential Question through Research/Exploration</i>	<p>Presentation demonstrated the following characteristics:</p> <ul style="list-style-type: none"> <li>• A plausible answer to the essential question</li> <li>• Consistent reference to research/exploration</li> <li>• Demonstration of sophisticated, extensive, or meaningful learning</li> <li>• An appropriate level of rigor</li> </ul>	
<i>Shows Evidence of Creative and Practical Problem Solving</i>	<p>The student's panel packet and final presentation show evidence of:</p> <ul style="list-style-type: none"> <li>• an appropriate essential question,</li> <li>• appropriate planning,</li> <li>• persistence and ability to adjust plans.</li> <li>• the student can evaluate the success of their project and identify next steps.</li> </ul>	
<i>Shows Evidence of Being a Clear and Effective Communicator</i>	<p>During his or her presentation, the student:</p> <ul style="list-style-type: none"> <li>• is well prepared and organized,</li> <li>• is able to respond knowledgeably to questions,</li> <li>• uses at least one audio and/or visual aide,</li> <li>• is able to communicate what they learned through proper delivery, pacing, vocabulary and grammar, posture, and eye contact.</li> </ul> <p>The student's packet and other materials such as reports or computer presentations, meet conventions of spelling, grammar, legibility, and sentence use.</p>	
<i>Shows Evidence of Being a Responsible and Involved Citizen</i>	<p>During his or her presentation, the student:</p> <ul style="list-style-type: none"> <li>• Shows evidence that they have participated positively in the community or have designed a creative solution to meet student needs and wants (or)</li> <li>• Displays an awareness of a global issue and have evidence that they have taken steps to address that issue. (or)</li> <li>• Displays an awareness of a local civic issue and have taken steps to address that issue in the community.</li> </ul>	
<i>Engages in Critical Reflection</i>	<p>Exhibition adequately addressed:</p> <ul style="list-style-type: none"> <li>• What? (What did I already know and what have I learned?)</li> </ul>	

	<ul style="list-style-type: none"> <li>• So What? (Why is this learning important to me, or to others?)</li> <li>• Now What? (What can I do now with the new learning?)</li> </ul>	
<input type="checkbox"/> <i>Distinguished</i>	Check the distinguished box if the student demonstrated exemplary or sophisticated effort on that criterion and provide sufficient evidence.	

### **2014-2015 Senior Exhibition Deadlines**

<b>Activity</b>	<b>Task</b>	<b>Date Completed</b>	<b>School Advisor Initials/Notes</b>
1: Identify an Area of Interest	9/30		
2: Document Prior Knowledge	10/15		
3: Choose a Mentor	11/1		___ Check to indicate the mentor agreement is complete; initial and date.
4: Develop an Essential Question	11/1		___ Check to indicate essential question is approved by school advisor; initial and date.
5: Submit a Proposal	11/1		___ Check to indicate proposal approved by school advisor; initial and date.
6: Research/Exploration	Ongoing		
(Must submit an annotated works cited list before presentation)			
7: Reflections	---	---	
Critical Reflection #1	12/1		
Critical Reflection #2	4/1		
Critical Reflection #3 – Service Learning	5/1		
8: Set Time, Date, and Place of Exhibition			
9: Plan Presentation			___ Check to indicate panel worksheet completed; initial and date.
11: Present			

## Senior Capstone Time Sheet

[illegible]